

PROMOTE A HEALTHY ENVIRONMENT!

After participating in this class program, students will understand that they can have a direct and positive impact in preserving and improving water quality where they live.

Students will understand that untreated water runoff from our neighborhoods eventually enters our creeks, ground water supplies and oceans. They will learn that water quality is vital to a healthy aquatic ecosystem.

Finally, students will be able to translate their understanding into habits that promote a healthy environment.



WHAT'S THAT ROUND SYMBOL I SEE ON THE CURB?

National surveys indicate that almost half of the people questioned believe that storm drains deliver water to a treatment or water reclamation facility. However, this is not the case - all water, chemicals and trash that enter our storm drain are delivered to local creeks, eventually emptying into the ocean.

Printed on Recycled Paper.



**Contact us today to schedule
the *YOU ARE THE SOLUTION
TO STORMWATER POLLUTION*
program for your class!**

Call: **805-781-8341**

Email: **sciencediscovery@sbcglobal.net**

Or fill out the form to the right
and fax to: **805-781-8343**



Name: _____

School: _____

Grade Level: _____ School Telephone: _____

Best Time To Call: _____

First Choice Presentation Date: _____

Second Choice Presentation Date: _____

Questions / Comments: _____



**STORMWATER
Management Program**
COUNTY OF SAN LUIS OBISPO

The County of San Luis Obispo
Stormwater Pollution Prevention Program
is proud to offer the class presentation

YOU ARE THE SOLUTION TO STORMWATER POLLUTION

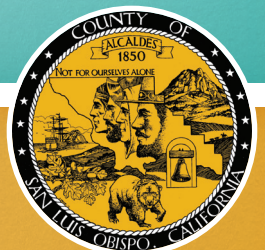


This FREE, 45-minute class program is best suited for grades four through six. The presentation is correlated to the California Academic Science Standards (see pg 3). An experienced science presenter will review the water cycle and then focus on percolation, runoff, and common pollutants found in local waterways. Students learn that what they do at home can effect local ecosystems!

2009/2010

**To schedule the program or for
more information Call 805-781-8341**

Sponsored by the County of San Luis Obispo
Public Works Department



YOU ARE THE SOLUTION TO STORMWATER POLLUTION

Class Program, 3-D Interactive Boards

Two eye-catching 3-D display boards, specifically designed for this program, bring vivid colors, textures, and images to the presentation. The stream board offers a cross-sectional view of a stream with fish, plants, and other aquatic life.

The interactive home environment display challenges students to clean up hazards and pollutants, encouraging them to take action in cleaning up local streams and their own household habits.



CALIFORNIA SCIENCE CONTENT STANDARDS CORRELATIONS

LIFE SCIENCES

- 2. All organisms need energy and matter to live and grow
 - a. Plants are the primary source of matter and energy in food chains
 - b. Producers and consumers (herbivores, carnivores, omnivores, decomposers) compete for food
- 3. Environment impacts survival ability of organisms
 - a. Ecosystems can be characterized by living and non-living components
 - b. Different environments influence species survival rates
 - c. Plants and animals have interdependent relationships
 - d. Microorganisms can be beneficial

EARTH SCIENCES

- 5. Waves, wind, water and ice shape the earth's surfaces
 - c. Moving water erodes land forms (weathering, transport and deposition)

Investigation & Experimentation:

- 6. Scientific progress is made by asking meaningful questions and conducting careful investigations
 - c. Formulate and justify predictions based on cause-and-effect relationships

HISTORY & SOCIAL SCIENCE

- 4.1 Physical and human geographic features define parts of California
- 3. CA regions are comprised of unique characteristics and physical environments that effect human activity

4th
Grade

LIFE SCIENCES

No Correlations

EARTH SCIENCES

- 3. Water on earth moves between oceans and land through evaporation and condensation
 - d. Fresh water is limited (rivers, lakes, underground sources and glaciers)
 - e. Students know origin of the water used by their local communities

Investigation & Experimentation:

- 6. Scientific progress is made by asking meaningful questions and conducting careful investigations
 - d. Identify dependent and controlled variables in an investigation
 - e. Formulate and justify predictions based on cause-and-effect relationships
 - h. Draw conclusions from scientific evidence

5th
Grade

LIFE SCIENCES

Ecology:

- 5. Organisms exchange energy and nutrients among themselves and with the environment
 - a. Sunlight energy is transferred to producers, used for photosynthesis, and transferred through food webs
 - b. Matter is transferred over time
 - e. Organism survival dependent on various abiotic factors

EARTH SCIENCES

- 2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment
 - a. Water running downhill is dominant in shaping landscape, including California landscape
 - b. Rivers and streams are dynamic systems (erosion, sediment transportation, floods)
 - c. Beaches are dynamic systems (movement of sand)

6th
Grade



This creek environment board challenges students to observe, understand and manipulate bacteria as well as other pollutants coming from homes in the form of runoff.

Students examine this house-hold with many pollutants running off the landscape into a storm drain. Next, they learn and observe that these pollutants enter local creeks, eventually pouring into the ocean!

